

AL.2.1997-285  
C.2

# ***YOUR TEENS... THEIR CHOICES***

CANADIANA

FEB 20 1996



**PARENT WORKSHOP  
FACILITATOR'S GUIDE**





We would like to acknowledge the Youth Employment Services Centre of Edmonton for their assistance with the development and pilot of this material.

The publication contains an original reproducible participant workbook. The original purchaser has permission to reproduce the workbook for workshop participants.

However, no other portion of this publication may be reproduced or reprinted for any other purpose.

Published by:

Information Development and Marketing Branch  
Alberta Advanced Education and Career Development  
8th Floor, 10155-102 Street  
Edmonton, Alberta, T5J 4L5  
Telephone: (403) 422-1794  
Fax: (403) 422-5319



ISBN 0-7732-0623-X

©1995, Her Majesty the Queen in right of the Province of Alberta, as represented by the Minister of Advanced Education and Career Development



# ***YOUR TEENS... THEIR CHOICES***



**FACILITATOR MANUAL**









**Y**our Teens... Their Choices is a workshop for parents to help their teenagers work through the career planning process. This information is for parents who want to know what is happening in the world of work and how they can help their teens make informed choices about their futures.

"Your Teens... Their Choices" consists of a facilitator's manual, parent's workbook and suggestions for flipcharts. The workshop is targeted towards parents of junior high and high school age children. The workshop length is 2 - 3 hours and is intended to be informational and interactive. The facilitator should have knowledge of career planning and the labour market.

The following equipment and resources are recommended for workshop delivery.

- Flipchart paper, stand and markers.
- Tables and chairs (as opposed to desks) for comfort and ease of interaction.
- Copies of the "parent workbook" section of this guide for each participant.
- Copies of the following publications available from Alberta Advanced Education and Career Development:
  - It's About Time
  - Future Beat
  - Teens and Careers

Contact Information Development and Marketing for ordering information (1-403-422-1794).

- Information regarding apprenticeship programs from the appropriate provincial government department.

There are several alternatives for the actual delivery of this workshop. It is up to the school or agency to determine the method that best suits their population. Here are some suggestions:

1. Teachers, counsellors or school administrators can invite the parents to an evening workshop and deliver the information as it is provided in this package. This may also be an opportune time to discuss the career planning initiatives that the school is undertaking.
2. Offer the workshop in conjunction with the school's Career Days or during Canada Career Week and have the parents bring their teen-agers along.
3. The parent advisory group within the school may take on the task of organizing and advertising the workshop. Perhaps one of the parents may even volunteer to deliver the workshop.
4. School counsellors and Career and Life Management teachers can adapt the information for their students and use it in class.



# YOUR TEENS... THEIR CHOICES

## Welcome

### Objectives:

- introduce facilitator and school or agency
- review outline

### Method:

1. Welcome the parents to "Your Teens... Their Choices." Display Flipchart 1. Introduce yourself and the organization you represent.
2. Hand out the PARENT WORKBOOK. Refer to Workbook 1.
3. Turn to Flipchart 1. Review the outline.

The purpose of this workshop is to provide parents with information and strategies to assist their teens with career planning.

We will start with an introduction to career planning by providing some definitions and discussing the career planning process and common myths surrounding that process.

We will then move into some specific strategies that you, as parents, can use to help your teens through this exciting, yet frustrating, time of their lives.

We will also discuss some of the current trends that are occurring in the world and how that impacts career decisions. At that point, you will also be provided with information about the education and training options that are available.





To conclude the workshop, we will discuss strategies for building self-esteem in our teenagers. We will finish the workshop with a question and answer session, so jot down any questions you may have so that we may attempt to answer them for you at the end of the workshop. However, don't let that stop you from asking anywhere along the way.

4. Inform the parents of the structure of the workshop.

This workshop will be approximately 2 hours long. It is called a “workshop” as opposed to a “course” or “session” because you will be an active part of the next two hours. We did not want to just stand up here and provide you with information so we have a few fun activities for you to do as well. This will give you an opportunity to learn by doing as well as a chance to meet some other parents. With all that in mind, let's begin the workshop!

The graphic shows a white notepad with a blue pushpin pinned to the top center. The notepad has a header section on the left labeled "Notes" in bold black text. Below the header is a large area with horizontal dashed lines for writing. A circular hole punch is visible on the left side of the notepad.



## Job, Occupation and Career

### Objective:

- define job, occupation and career

### Method:

1. Introduce the first activity.

There seems to be a lot of confusion surrounding the definitions of three words we use frequently. Those words are JOB, OCCUPATION and CAREER. Let's take a moment and try to clarify what they mean.

2. Have the parents turn to Workbook 2 and 3.
3. Have the parents complete the exercise by putting a "J" or "O" or "C" beside each blank to identify whether the item is a job, occupation or career. Then have them write down their definitions of each word. Allow approximately 5 minutes to complete this task.
4. On a blank flipchart write down the word "JOB" at the top. Solicit definitions from the parents and write their responses on the flipchart. Do not give feedback on their responses.
5. Repeat Step 4 with the words "OCCUPATION" and "CAREER."
6. Turn to Flipchart 2. Review the actual definitions of the words as provided on the flipchart.







## Career Planning Myths

### Objective:

- dispel and discuss career planning myths

### Method:

1. Introduce this topic with the following explanation.

It is quite obvious that there are some misconceptions about the meaning of the words job, occupation and career. Similarly, there are many misconceptions or myths about career planning in general. Let's take a moment to examine some of these myths.

2. Have the parents turn to Workbook 4 and 5 and refer to Flipchart 3. Discuss the myths and truths.
3. Solicit other career planning myths from the parents. Ask them for any misconceptions that they or their teens have about careers and career planning.
4. Conclude this topic with the following transition.

Now we know the definitions of job, occupation, career and career planning. We have dispelled some of the myths surrounding career planning. Now that we are all clear on terminology and truths, let's explore what career planning is all about.





## Career Planning Processes

### Objective:

- discuss career planning processes

### Method:

1. Refer to Workbook 6 and 7 and Flipcharts 4 and 5.
2. Discuss career planning as a decision-making process.

As we discussed earlier, career planning means that we make conscious decisions about our work-related activities. One way of examining career planning is to approach it as a decision-making process. The first step in making a decision is to define the situation. In career planning, that means we need to discover who we are. We should take into account what we like to do (our interests), what we are good at (our skills), and what is important to us (our values). In order to make an informed decision, we need to have a complete picture of ourselves.

The next step is to brainstorm all the possible options. In career planning, this usually involves coming up with a list of possible occupations that may be compatible to the self-information gathered in the first step.

The third step in decision-making is to research the alternatives. In career planning this means that we should gather information about the occupations we are considering. This should involve a wide range of activities such as visiting a career library and talking to people that work in the field of interest. We want to gather as much information as possible from as many sources as possible so that, once again, we can make an informed choice.



# **YOUR TEENS... THEIR CHOICES**

Next, we should be ready to make a decision. To do this, we have to find some method of comparing all the self-information in Step One to all the occupational information gathered in Step Three. By comparing the information, we are trying to find out which occupation(s) meet most of our skills, values and interests.

Finally, once we have made a decision regarding an occupation, we need to set some goals and make an action plan to get us to that goal. For example, I may decide that Computer Programming is the most viable option for me. Therefore, I have set a goal to become a Computer Programmer within the next 2-4 years. Now I have to outline what I need to do to get to that goal. I will have to research schools, entrance requirements and funding sources. There are certain steps that I have to take before I can become a Programmer. Putting those steps in writing is the same thing as making an action plan. As I complete each step I can check it off and see myself getting closer to my goal. Goal setting and action planning are excellent tools to keep a career plan in focus and keep the career planner motivated.

That is how career planning can be compared to a decision-making process. There are a few things to keep in mind about this process. Although it is set out in a step by step manner, it is not a lock-step process. We continually go back and forth between steps. For example, if I get to Step Four and discover that none of the occupational alternatives satisfy me, I may have to go back to Step One to clarify my self-information or back to Step Three to gather more occupational information.

Another important point to make about career planning is that it is an ongoing process. We are constantly learning new information about ourselves; our values, interests and skills are always changing. As a result, we make changes in our career life. Many times those changes involve occupational shifts. Think about your career path for a moment. Chances are that you have had several jobs and a few occupational changes. The nature of career planning means that we make those decisions consciously. We remain constantly aware of ourselves and the world of work so that when we are at the decision-making stage, we already have a good idea of where we want to go.





### 3. Discuss the Career Planning Model.

The Career Planning Model is another variation of the career planning process. However, the model is not set up as a step by step decision-making process. Rather, it is a model for exploring three major areas.

The first area of exploration is "YOU." Similar to Step One in the previous process, this involves examining our skills, values and interests. Those are the main facets to explore. However, also worthy of consideration are the roles we play in our lives such as parent, student and friend. Some other aspects of "YOU" to consider are personality, temperaments, beliefs and vision.

Another area of exploration is the "World of Work." We need to be constantly aware of the changing world around us. This involves researching occupations and keeping up on the trends. In order to make informed career choices that respond to the needs of the day, we need to be aware of what is happening around us.

The other area that is in constant development is our ability to make decisions, set goals and make action plans. This should not just occur when we are making an occupational decision. Making career decisions, setting career goals and action plans are also an ongoing process. We make career decisions almost every day. For example, "Should I take that evening course in computers?" or "Should I learn this new skill?" or "Should I take on a new role in my life such as parent?"

All three areas are interdependent. In order to make satisfying career choices, knowledge in all three areas is crucial.

### 4. Conclude the lecturette with the following.

These are just two examples of career planning models. The purpose of these models is to provide some structure to the overwhelming process of making career decisions. The biggest career decision people in junior high and high school are facing is what to do after high school. Do they go to work or continue their schooling? Once that decision is made, they have to choose



# YOUR TEENS... THEIR CHOICES

the type of work or schooling option to pursue. These are some major decisions to be making at such a young age. Although, as parents, we may be very tempted to make career decisions for our teens, (e.g., “You will go to University.”) we should encourage them to make the decisions themselves. There are strategies that we can use to help that process along, but ultimately the children should be responsible for their futures.

Career counsellors can relate to this parental dilemma. Many people come to workshops or counselling sessions hoping that the counsellor will tell them what occupation they should pursue. In this situation, the career counsellors tell the clients that they are not going to tell them what they should be. Rather, the counsellor's role is to assist them with exploration of themselves and the world of work as well as teach decision-making, goal setting and action planning skills. This is identical to the parents' role in career planning — helping teens with the exploration process.

Strategies for helping in the exploration process will be discussed in a moment. But first, let's take a moment to find out where your teenagers are at.

[illegible]





## Phases and Stages

### Objective:

- explore stages of development in relation to career planning

### Method:

1. Refer to Workbook 8 and Flipchart 6 .
2. Introduce the topic with the following.

Before we begin to develop strategies for helping our teens with career planning, first let's take a look at the phases they go through. This might help us a bit in understanding where they are at in terms of human development.

3. Review the phases as outlined in the workbook. Caution the parents that these phases and the ages associated with the phases are general guidelines. Everybody develops at different rates.
4. Conclude with the following information.

Your young adults are now in the "Tentative Phase." As we discussed, they are becoming more aware of themselves and the world of work. However, some of their ideas or decisions may not be very realistic, especially with the younger teens in this stage. This may explain some of the frustration that you, as parents, may feel. This should also explain why there are so many frustrated and confused students out there trying to make career decisions. For example, grade nine students have to make decisions about which subjects to take in high school. They are pressured at a very young age to

# YOUR TEENS... THEIR CHOICES

make decisions that will impact the next several years of their lives. If they don't make the proper course selections for post-secondary institutions, their high school career may extend beyond the typical 3 years or they may give up on their original goals. At the same time, they have to make course selections in which they can expect reasonable success. This can be quite overwhelming.

On a more positive note, this “Tentative Phase” can also be very exciting. Teenagers are learning about all of their strengths and exploring new interests. Because the nature of work is changing at such a rapid rate, some very exciting occupations and work choices are emerging. All of this information gathering can be very motivational.

Now that we have a better understanding about where our teenagers are at in their thinking process, let's take all of the information we've learned so far and come up with some practical ideas to assist them in career planning.

A photograph of a single sheet of white, lined notebook paper. The word "Notes" is printed in a large, bold, black font at the top left. A blue pushpin is pinned to the top edge of the paper. The paper has horizontal ruling lines. There are some faint smudges and marks on the paper, particularly near the top center where the pin is located. The paper is placed on a solid blue background.





## Career Development Strategies

### Objective:

- discuss and develop strategies for assisting teens in career planning

### Method:

1. Refer to Flipchart 7. Quickly review the steps of the Career Planning Process.
2. Provide the following instructions for this exercise.

In a few moments we are going to divide into 5 work groups. Each group will be assigned one of the career planning steps. The goal is to come up with as many ideas and strategies as possible to help teens with that step of the career planning process. We are looking for practical ideas that parents can use.

When you get into your groups, designate somebody to record the strategies on flipchart paper. After approximately 10-15 minutes, we will have each group present their results.

If you are having difficulty coming up with ideas, refer to Workbook 9 to 11 for some ideas.

3. Divide the parents into 5 groups in the simplest manner possible depending upon the set-up of the room. Ideally, there should be at least 5 parents per group. (NOTE: If there are fewer than 25 participants, do this exercise with the first three steps of the career planning process and review Steps four and five as a large group. If there are less than 15 participants, do this exercise as one large group brainstorm.)

# YOUR TEENS... THEIR CHOICES

4. Provide each group with flipchart paper and a felt marker. Assign each group a step of the process and have them begin brainstorming.
5. Allow 10-15 minutes for this part of the activity. (NOTE: This may take longer if the parents decide to do introductions.) As the groups are brainstorming, walk around the room and provide ideas if the group seems to be struggling.
6. When everybody is finished, have each group present their ideas to the large group. Encourage the parents to write down any additional ideas that were presented on Workbook 9 to 11.
7. Conclude with the following discussion.

So... there are many strategies we can use to help our young people find out more about themselves and the world of work. Reality will come into the picture soon enough so encourage them to dream and explore now. Your task is to decide which strategies will work with your teenagers.

Notes	
●	





## Trends

### Objective:

- identify major trends

### Method:

1. Introduce the topic of trends with the following information.

We have just finished discussing strategies for assisting our teens through the career planning process. In order to make better informed choices we must also take into account what is happening in the world. On a constant basis, trends are occurring that will impact the career decisions of our teenagers as well as ourselves. Let's take a few moments to discuss some of these general trends and how they impact the world of work.

2. Have the parents turn to Workbook 12 to 14. Allow the group a few minutes to complete the multiple choice trends quiz.
3. Refer to Flipchart 8 and Workbook 15. Discuss the major trends with the following explanations.

Before I give you the answers to your quiz, we'll discuss six of the major trends that are occurring. Many of the answers will be provided during this discussion so that will allow you to change some of your answers.

By now, we have all heard the term "Globalization." World markets are opening up. The North American Free Trade Agreement and the General Agreement on Trades and Tariffs are examples of this. As a result of these trade agreements, the world's marketplaces are becoming highly competitive. It will become increasingly important for countries to provide quality goods

# ***YOUR TEENS... THEIR CHOICES***

for an inexpensive price. Due to technological advances in communication, we can be in contact with almost anyone, anywhere in the world with the touch of a button.

The next major trend is the Industrial Shift. We have moved from producing goods to providing services. The manufacturing age is behind us. The services sector is expected to have the highest rate of growth over the next several years. Trend analysts predict that within the next five to ten years, 68 - 75 % of all jobs in Alberta will be in the service sector. This sector includes industries such as hospitality, business services, health services, financial services and social services.

The third trend occurs in the areas of Technology and Education. We have been making incredible advances in the areas of technology such as computers, fibre optics, and artificial intelligence. As a result, we are going to need a highly skilled workforce to meet these demands. It is also predicted that by the year 2002, approximately 65 - 70% of all jobs will require some form of post-secondary education. This figure confirms the importance of another trend we call "life-long learning." This means that people will have to continually learn new skills and upgrade their current skills to keep up with the demands and changes in the workplace.

The Environment is the fourth trend. Our society is becoming increasingly environmentally conscious. We are seeing evidence of this trend all around us. For example, we have recycling programs and environmentally friendly products. We are taking on environmental causes such as global warming and the depletion of the rain forests. It is predicted that in the near future there will be a shortage of skilled workers in the environmental sector.

The next trend worthy of discussion is the changing population. The baby-boomers who were born from 1945-1966 dominate our society. As this population ages, there will be increased demand for health and recreational services. Another aspect of our changing population is that we are not repopulating our country. Birth rates have dropped and as a result we will have to rely on immigration to increase population. This will lead to greater ethnic diversity.





The last major trend is the changing nature of work. The forty hour per week, permanent jobs are becoming a rarity. We are already seeing this trend in action. Many organizations are “down-sizing” and making use of flexible working arrangements such as job-sharing and flex-time. We will be seeing a large increase in the number of people working two or more part-time jobs, working from home offices and becoming consultants and contractors. While large corporations and government are downsizing, the small business sector will be responsible for doing the majority of the hiring over the next several years.

4. Provide the parents with the answers to the quiz.

Through our discussion of the major trends, most of the quiz answers have been provided. The answer to all of the questions is “C.” We have talked about all of the trends except for number 8. Cocooning is the label given to the trend that people are enjoying the comforts of their homes more and more. We have offices in our homes and have the ability to do our banking and shopping via the telephone and modems.

5. Conclude the trends discussion with the following information.

Now that we are more aware about what is happening around us, we can pass on that awareness to our youth. You may want to talk about some of these trends with them. You can take this information a step further and talk about how occupations will be affected by the trends. For example, if Globalization is a trend, brainstorm occupations that will be emerging such as importer/exporter, language interpreters and translators, and international lawyers.

We can talk to our young people about what is happening in the world and make them more aware of the trends and how they impact our career decisions. The department of Advanced Education and Career Development has published a comic book called “Future Beat” that introduces these trends in a teenager friendly format. You will be provided with a copy to take home for your family. It may serve as a basis for a good discussion on trends.

6. Hand out copies of “Future Beat” to the parents.

## Notes





## Education and Training Options

### Objective:

- identify education and training options available

### Method:

1. Introduce this topic with the following information.

We have just finished talking about some of the major trends that are happening. It is increasingly evident that there is a real need for an educated workforce. Most of us hope that our teenagers will go on to universities, get degrees and then well paying jobs. Although that may be a strong possibility for some of them, it is not realistic for all. Post-secondary institutions limit the number of students they accept and, in some programs, competition for these seats is fierce. However, there are many education and training options available. Let's take a moment and look at the possibilities.

2. Hand out "It's About Time" to each parent. Refer to Flipchart 9 and Workbook 16. Review the education options. (OPTIONAL: Ask the parents to provide examples of each type of institution as it is discussed.)

You have all been provided with a booklet titled "It's About Time." It is another publication from Advanced Education and Career Development. It describes the post-secondary institutions in Alberta and the programs available. Let's take a moment to discuss the options.

There are several colleges in Alberta, both public and private. College programs are usually one to two years in length. Many of them also have university transfer programs.

# **YOUR TEENS... THEIR CHOICES**

Vocational colleges offer a wide range of programs. They offer adult upgrading programs as well as skill training programs that are one year or less in length.

Universities offer a wide range of programs and courses. Programs require a minimum of three years (usually four) for a bachelor's degree which can then be extended into masters and doctorate degrees.

Technical Institutes generally offer one and two year programs. The programs are usually in the trades and technology fields.

Fine Arts Schools specialize in instruction in art, music, drama and/or dance. Program lengths vary.

Private Vocational Schools usually offer training for specific occupations. In Canada, programs lengths vary but they are usually one year or less.

Apprenticeship is a combination of work and school experiences to learn a trade. Most trades take three or four years to complete the training and become a "journeyman." This is a very viable option for people who are interested in performing hands-on creative work that can be financially rewarding.

Some companies offer training on the job as a method of training their employees. This may involve employees training each other in various aspects of the business or employers bringing trainers into the workplace to provide specialized training.

Another training option is to take courses or programs through Continuing Education departments. Many of the technical institutes, universities, colleges and school boards have continuing education divisions that offer part-time courses. This may be a good option for people who are working full-time or those who want to explore an area of interest without investing the time and money for full-time training.





3. Conclude with the following information.

There are many education and training options available to us and our teens. Entrance requirements and fees vary from institution to institution. Something very important to keep in mind is that you and your teens are the consumers. Investigate the training institutions. Talk to people in the industry of interest to find out the reputation of the schools. Who are they hiring? Which institutions do they prefer? What type of training option will your children learn best in — a large university or a small college or training on the job? Our teenagers may not all be university or college bound but that doesn't mean that their learning will stop.

[illegible]

## The Trades

### Objective:

- explain and promote the trades and apprenticeship

### Method:

1. Have the parents turn to Workbook 17 and read the job advertisement at the top of the page.
2. Ask the parents if they would apply for a job with those characteristics. Ask them if they think their teens would be interested in such a position.
3. Explain that those are the characteristics of many of the occupations that are in the trades. Provide the following information.

We have just finished discussing all of the education and training options that are available. Let's just take a few moments to explore one of these options in greater detail — apprenticeship training.

Let's face it, not all of our young adults are university bound. But that doesn't mean that they won't be able to find an occupation that is personally and financially rewarding. The trades offer a wide range of possibilities. We can usually name the more common trades like plumber, welder, carpenter and electrician. But, if you look at the bottom of page 17 in your workbook, you will see some other occupation titles that are trades. Surprised?

Approximately 170 trades are covered Canada-wide and the numbers vary for each province and territory. For example, there are 51 designated trades in Alberta. The training it takes to complete a trade varies but most take 2 - 4 years — the same length of time to get a diploma or degree from a post-secondary institution. However, most of this learning takes place on the job





as opposed to in a classroom. The apprentice (the person learning the trade), finds an employer who is willing to hire him/her and provide a qualified tradesperson, to provide training on the job. The apprentice usually attends formal instruction for a few weeks every year of the apprenticeship.

4. Ask the group if any of them are in the trades as journeypeople or apprentices. If they are willing, have them identify the trade and talk about the advantages and disadvantages.
5. Ask the group if they have ever talked to their children about the trades as a possible option. If not, ask them why not? What are their concerns?

At this point, some of the myths surrounding the trades may surface. For example:


- It is not looked upon as “skilled” work — not prestigious. (As mentioned above, it takes as long to become a journeyman as it does to get a diploma or degree. Besides, would you want an unskilled person wiring your house?)
- Tradespeople spend most of their time unemployed; the work is seasonal. (For some of the trades this may be a fact. But, that is not true for all occupations. If job security is important, check it out thoroughly before getting into it. Many of the trades do not experience seasonal unemployment.)
- You can’t make enough money in the trades. (The majority of the trades can be extremely financially rewarding. Power electricians, millwrights and boilermakers make comparable salaries to teachers and engineers.)
- It is dirty and physically demanding work. (Again, for some trades this may be true and some people enjoy physically demanding work. However, most of the trades involve using hands for creative and meticulous work.)

Use this opportunity to dispel some of the myths using your expertise as well as the expertise in the group.

# YOUR TEENS... THEIR CHOICES

6. Inform the parents that brochures and information regarding the trades is available and tell them where they can find the information. If they wish to learn more about the trades or if they think their teens might be interested, they can take one when they leave.

As well, some schools are already quite involved in training in the trades. Encourage parents to ask the school administration or counsellors what opportunities exist.



<b>Notes</b>	





## Building Self-Esteem

### Objective:

- develop and discuss strategies for building self-esteem in teens

### Method:

1. Introduce the topic of self-esteem with the following information.

We've spent some time talking about career planning, trends and training options. We've come up with specific strategies we can use to help our teenagers make career decisions. The successes of our children will depend on their ability to make informed decisions. We are assuming that they believe they have control over their futures. This may not be the case in all instances. Let's face it — it's a crazy world out there and some teenagers may throw up their hands and say "What's the use?" This apathy can be very frustrating for parents. Building self-esteem and allowing our teens to be independent thinkers who believe they have control over their lives is a major step in overcoming this apathy and indifference. We must empower them.

Before we conclude this workshop, let's take a look at some strategies for building self-esteem in our children. These self-esteem strategies and characteristics apply to young people of all ages.

3. Refer to Workbook 18 and 19. Review the strategies for building self-esteem in children.
4. Refer to Flipchart 10 and review the characteristics of children with high and low self-esteem.







## Conclusion and Resources/Services

### Objective:

- discuss other resources and services available

### Method:

1. Hand out your list of Youth Agencies and Services available in your community. Conclude the workshop with the following information.

We've covered a lot of topics in a very short time and you may be feeling a bit overwhelmed. You may be thinking, "As if parenting weren't hard enough, now I have to be a career planning expert too." If that is the case, hopefully when you get home and think more about what we've discussed, you will realize that most of the strategies involve just sitting and talking to your teenagers; finding out where they are at and where they are thinking of going with their lives. Your concern and interest is already evident by your attendance at this workshop.

It is also important to recognize that we are not alone (just take a look around) and we don't have to do it all. We can't be experts at everything — contrary to our children's expectations. You have been provided with a listing of some of the community agencies that can help you and/or your teenagers with concerns and issues. Don't forget about the schools. The administration, teachers and counsellors are great sources of assistance and information. Also, take a look around this room. You can all be great resources to each other.

2. Thank the parents, school and organizers for their time and input.
3. Conclude with a question and answer session if time allows.

## Notes



# ***YOUR TEENS... THEIR CHOICES***



**PARENT WORKBOOK**





## Outline

### A An Introduction To Career Planning

1. Job, Occupation and Career
2. Career Planning Myths
3. The Career Planning Process

### B Career Development

1. Stages of Human Development
2. Career Development Strategies

### C Labour Market Information

1. Trends
2. Education and Training Options

### D Conclusion

1. Self Esteem Strategies
2. Resources/Services Available
3. Workshop Comments
4. Question and Answer Session



## Job, Occupation and Career

### Exercise

Determine whether the following titles are a job J, an occupation O, or a career C.

J, O, or C

- \_\_\_\_\_ Teacher at Mulberry Elementary School
- \_\_\_\_\_ Custodian
- \_\_\_\_\_ Accounts Payable Clerk for Sparks Consulting
- \_\_\_\_\_ Social Worker
- \_\_\_\_\_ Dishwasher at Joe's Diner
- \_\_\_\_\_ Salesperson
- \_\_\_\_\_ Electronics Engineer for Bell Telephone
- \_\_\_\_\_ Priest/Minister
- \_\_\_\_\_ Taxi Driver for Orange Cab
- \_\_\_\_\_ Butler



How do you define JOB?



	<i>Job:</i>

How do you define OCCUPATION?



	<i>Occupation:</i>

How do you define CAREER?



	<i>Career:</i>

## Career Planning Myths

### MYTHS

### TRUTHS

At some magic moment an occupational choice will become clear.

An occupational choice is a once in a lifetime decision.

Aptitude tests will determine an occupational goal.

Parents have little influence over their children's career decisions.

Some day my prince (or princess) will come so why bother doing career planning.

Making decisions about careers and occupations is an ongoing process.

People change occupations 4 - 10 times in their work life.

The tests give suggestions based on the limited information provided.

Surveys prove that parents have a significant impact on their children's career decisions.

If the prince does come, statistics say that the prince may not stick around. Also, two income households are the norm.





## MYTHS TRUTHS

Career decisions have to be made in junior high/high school.

Career decisions are made throughout a lifetime. In junior high and high school, children are still learning about themselves.

There are no jobs out there — so why bother.

Blaming the economy is an easy way out. There are jobs out there. The key is to find a satisfying occupation for that point in life.

Getting an education will guarantee a good job.

It sure helps to have a good education but it does not guarantee a job. However, an education that meets the demands of the workforce and is personally satisfying will increase job availability.

Some jobs are for men and some are for women.

It is amazing that in this day and age some people still believe that only men can be mechanics and only women can be nurses. Many organizations/companies are actively recruiting people for non-traditional roles.

## Career Planning Processes

### A Decision Making Process

*Step One:* Determine self-information. This primarily involves determining skills (what I can do), interests (what I like to do) and values (what is important to me).

*Step Two:* Generate alternatives. Create a list of occupations that may be worthy of consideration.

*Step Three:* Research the alternatives. Find out everything possible about those occupations by going to a career library and talking to people who work in the field.

*Step Four:* Make a decision. Evaluate all the alternatives based upon the information gathered. Compare the occupational information to the personal information discovered in Step One and decide which alternative is the most suitable.

*Step Five:* Set goals and make an action plan. Set short term and long term goals. Map out how to achieve those goals and put the plan into action.



## A Career Planning Model





## Phases and Stages

### Fantasy Phase

#### Elementary school (up to age 11)

Children are involved in discovery and awareness of the world around them. They want to be ballerinas, hockey players and firefighters. They see something they like and make an occupational decision on that interest. They do not take reality into consideration.

### Tentative Phase

#### Junior High/High School (ages 11 - 17)

Children are aware of their repertoire of skills, values and interests. They start examining occupations based upon their self information but they may still be unrealistic. Later in this phase, children have to deal with the pressures of realizing that they have to make some serious decisions.

### Realistic Phase

#### (ages 17 and up)

These young adults continue to explore and develop their interests, values and skills and how they fit into the world of work. They usually make conscious decisions with a better grip on reality.



## Career Development Strategies

The school counsellor should have information and assistance to help your children through each of these steps. However, you can provide plenty of career coaching yourself. Here are some strategies.

### Step 1:

#### Determine self-information

- Encourage your teens to try new experiences in order to learn new skills and explore interests.
- Ask them what they like to do and what their favourite subjects are.
- Provide positive reinforcement when they do things well or try new things.
- Talk about values. Ask what is important to them and what gives them satisfaction.
- Talk about your values, interests and skills and how they fit with your career choices.
- Encourage them to keep a diary of their values, skills and interests and continually update their lists.
- Encourage your teens to dream. Ask them what they want out of life. Where do they see themselves 10, 20 or 30 years from now?

# YOUR TEENS... THEIR CHOICES

## Step 2:

### Generate alternatives

- Encourage them to talk about their dream jobs.
- Take them to your place of work. Point out all of the different occupations that exist in that setting.
- Visit a career library or the public library. There are numerous books and videos that explore occupations.
- Suggest occupations that relate to their interests, values and skills.
- Encourage your teens to look through the Careers and Classified Ads (Employment) sections of the newspaper. Have them identify which occupations they would eventually like to apply for.
- Talk about the variety of occupations that friends and relatives perform.

## Step 3:

### Research the alternatives

- Visit a career library or the public library. Borrow books and videos that provide information on occupations of interest.
- Get in touch with professional organizations, unions or government and ask them to provide information about occupations.
- Order copies of post-secondary institution calendars. Besides occupational information, they will provide information about programs available and academic requirements.
- Encourage them to talk to people about their occupations. Have them interview friends or relatives about their jobs and likes and dislikes.
- Help your teens to set up job shadow experiences in occupations in which they are interested. This involves asking someone to allow them to watch him/her perform on the job for a period of time so they can see what actually occurs.
- Encourage them to do volunteer work in an occupational area of interest.





- Talk to them about current events. Watch the news together and discuss what is happening in the world.

## Step 4:

### Make a decision

- Assist teens with comparing information about themselves to the information gathered about the occupations.
- Whenever possible, encourage them to make their own decisions rather than look to their parents for answers. And, just as important, allow them to experience the results of their decisions.
- Teach teens decision-making skills. Show them how to analyze the pros and cons of each alternative.
- Provide positive feedback when they make good decisions. Encourage them to keep trying when they make not-so-good decisions.

## Step 5:

### Set goals and make an action plan

- Teach your teens how to set goals and make action plans.
- Share some of your goals.
- Encourage teens to write down their goals.
- Provide positive feedback when goals are set. Do not pass judgement on their goals no matter how unattainable they may seem to you.
- Help them map out their action plans. Provide positive feedback when they accomplish each of the steps.
- Encourage them to try again if they decide to change their goals or realize that they are unattainable. Again, share your experiences of unrealized goals.

## Trends

1. Which of the following sectors will employ the most people within the next ten years?
  - (a) Manufacturing
  - (b) Environment
  - (c) Services
  - (d) Government
  
2. Which of the following employers is responsible for employing the majority of the workforce?
  - (a) Large corporations
  - (b) Government
  - (c) Small businesses
  - (d) Relatives
  
3. It is estimated that by the year 2001, 60% - 70% of all job openings within the province of Alberta will require:
  - (a) a Driver's License
  - (b) an excellent resume
  - (c) some form of post-secondary education
  - (d) a sense of humour

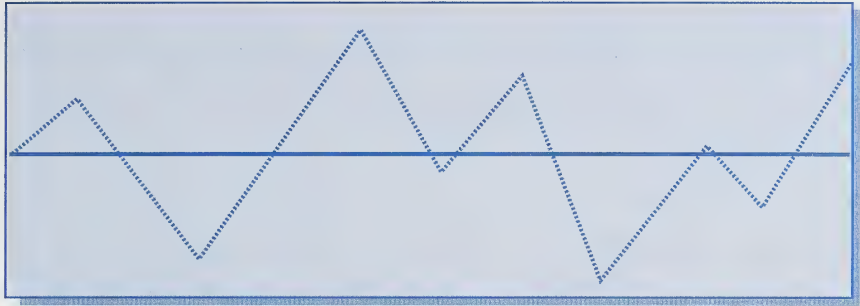


4. Which of the following is NOT evidence of the trend of “Globalization?”
  - (a) NAFTA (North American Free Trade Agreement)
  - (b) GATT (General Agreement on Trade and Tariffs)
  - (c) Michael Jackson’s World Tour
  - (d) world markets opening up
  
5. There are now fewer births than deaths. The baby-boomers are aging and their children are not re-populating. Which of the following is NOT an effect of this trend?
  - (a) Baby-boomers will demand better health care and pension plans.
  - (b) Baby-boomers will occupy middle and upper level jobs for several more years leaving new entrants to the workforce stuck in lower level positions.
  - (c) Birth control will be illegal.
  - (d) Immigration will be used as a source of replenishing the Canadian population.
  
6. Which of the following work options will experience a significant decrease?
  - (a) part-time employment
  - (b) contract work
  - (c) permanent 40 hour/week positions
  - (d) working from home via modems, fax and telephone



# YOUR TEENS... THEIR CHOICES

7. "Life-long Learning" means:
  - (a) people want to know how they can live longer
  - (b) planning for retirement
  - (c) continual learning
  - (d) what you learn in high school should last you a lifetime
  
8. Which of the following is NOT evidence of the trend of "Cocooning?"
  - (a) Increase in popularity in the home video market
  - (b) Home shopping
  - (c) More butterflies and moths during the summer months
  - (d) Home based businesses
  
9. The world has moved from the Industrial Age to the
  - (a) Environment Age
  - (b) New Age
  - (c) Information Age
  - (d) Stone Age
  
10. Which of the following is NOT a result of rapid advances in technology?
  - (a) Increased opportunity in fields such as biotechnology, artificial intelligence and fibre optics.
  - (b) Technical skills become obsolete in 3–4 years.
  - (c) We will never learn how to program our V.C.R.'s.
  - (d) There will be fewer jobs in areas where automation is possible.



## Major Trends

1. GLOBALIZATION
2. INDUSTRIAL SHIFT
3. TECHNOLOGY AND  
EDUCATION
4. ENVIRONMENT
5. CHANGING POPULATION
6. CHANGING NATURE OF WORK

## Education and Training Options

- Colleges
- Vocational Colleges
- Universities
- Technical Institutes
- Fine Arts Schools
- Private Vocational Schools
- Apprenticeship
- Training on the Job
- Continuing Education





## The Trades

List the trades that you are familiar with:

_____	_____
_____	_____
_____	_____
_____	_____

### Trade Facts

- There are approximately 170 trades Canada-wide.
- There are currently 51 designated trades in Alberta.
- Apprenticeship training varies from one to four years depending on the trade. This involves working for an employer for a certain period of time where they train you in the trade. As well, the apprentice attends formal instruction for a few weeks each year.

Did you know that these occupations are considered trades?

Baker

Communication Electrician

Electronic Technician

Instrument Mechanic

Landscape Gardener

Locksmith

Painter and Decorator

Printing and Graphic Arts Craftsman

Cook

Refrigeration and Air Conditioning Mechanic

Glassworker

**JOBS AVAILABLE!! APPLY NOW!! DON'T DELAY!!**

Do you like work that is hands-on and creative?

Do you want to earn good money?

Do you like the possibility of being your own boss?

Do you like to see the results of your work?

Do you want to have steady work?

Do you want to earn while you learn?

**IF YOU ANSWERED YES, CHECK OUT THE TRADES TODAY!**

## **B**uilding Self-Esteem

### **How to Build Self-Esteem in Children**

#### **Reward and Encourage Children**

Give praise when children do something well. Recognize and emphasize the positive things they do — don't dwell on the negative. Encourage them to continue their good efforts.

#### **Keep the Lines of Communication Open**

Encourage children to discuss their feelings and concerns. Take them seriously. Avoid put downs. Be available.

#### **Be a Positive Role Model**

Teach children to be kind to others. Help them develop a tolerance towards people of different cultures, beliefs and abilities. Avoid self-criticism and stereotypes.

#### **Help Children to Experience Success**

Assist children in developing realistic goals. Encourage them to learn skills that will allow them to experience success.

#### **Give Children Responsibility**

Teach children time and money management. Allow them to make decisions about how to use their free time and/or allowance.



## Spend Time Together

Do things together that you both enjoy. Learn a new skill together or try something wild and crazy.

## Show Children They Are Important

Hug your children. Attend their sports events and school plays. Ask them about their interests.

## Use Positive Phrases

Emphasize positive actions with positive words. For example:

“You are very good at that.”

“Good for you!”

“Keep up the great work.”

“You’re right.”

“I’m very proud of you.”

“Excellent!”

“I love you.”

## Teach Children To Forgive

Show children that they must learn to forgive themselves and others. Learn from mistakes but do not dwell on them.

## Teach Children To Take Responsibility

Emphasize that children must take responsibility for their actions and behaviour rather than blaming other people.





# ***YOUR TEENS... THEIR CHOICES***



**FLIPCHARTS**







# Outline

A) An Introduction To Career Planning

● B) Career Development

C) Labour Market Information

D) Conclusion





# Job, Occupation and Career

## *Job:*

A specific function that is performed for a specific company/organization. For example, janitor at St. Mary's School or computer programmer for IBM.

## *Occupation:*

A group of similar jobs or fields of study. For example, teacher or custodian.

## Definitions

## *Career:*

All of your work related experiences and roles. Parts of a career may include paid work, volunteer work, education, hobbies and interests.







# Career Planning Myths

At some magic moment...

...a lifetime decision.

Aptitude tests...

Parents have little influence...

Some day my prince (or princess) will come...

Career decisions have to be made...

There are no jobs out there...

Getting an education...

Some jobs are for men and some are for women.







# Career Planning Processes

## A Decision Making Process

*Step One:* Determine self-information.

*Step Two:* Generate alternatives.

*Step Three:* Research the alternatives.

*Step Four:* Make a decision.

*Step Five:* Set goals and make an action plan.





# A Career Planning Model









# Phases and Stages

## **Fantasy Phase**

Elementary school  
(up to age 11)

## **Tentative Phase**

Junior High/High School  
(ages 11 - 17)

## **Realistic Phase**

(ages 17 and up)







# Career Development Strategies

**Step 1:** Determine self-information

**Step 2:** Generate alternatives

**Step 3:** Research alternatives

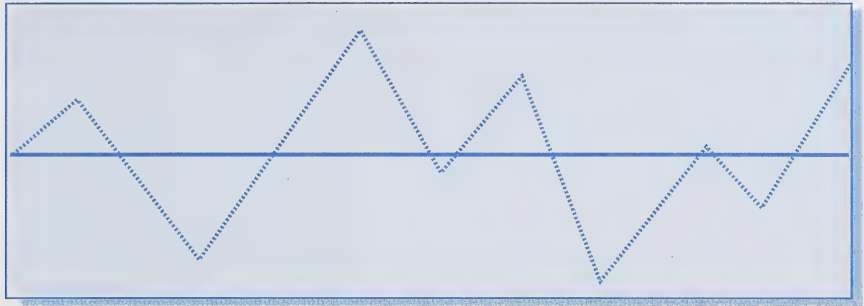
**Step 4:** Make a decision

**Step 5:** Set goals and make an action plan





# Trends



## Major Trends

1. GLOBALIZATION
2. INDUSTRIAL SHIFT
3. TECHNOLOGY AND EDUCATION
4. ENVIRONMENT
5. CHANGING POPULATION
6. CHANGING NATURE OF WORK







# Education and Training Options

- Colleges
- Vocational Colleges
- Universities
- Technical Institutes
- Fine Arts Schools
- Private Vocational Schools
- Apprenticeship
- Training on the Job
- Continuing Education





# Building Self-Esteem

## Children With High Self-Esteem Are:

- self-confident
- assertive
- leaders; independent in thought and action
- decision-makers
- expressive
- active participants
- popular with peers
- accepting of others

## Children With Low Self-Esteem Are:

- self-defeating
- passive and/or aggressive
- followers
- timid and shy
- indecisive
- prone to anxiety
- quiet; rarely express their views









National Library of Canada  
Bibliothèque nationale du Canada



3 3286 50914 2010

**Alberta**

ADVANCED EDUCATION AND  
CAREER DEVELOPMENT









